

Standard: 7.1 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Strands: Interpretive Interpersonal Presentational

<u>Essential Questions</u>		<u>Enduring Understandings</u>
Content Statement(s)	CPI #	Cumulative Progress Indicator(s)
Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural perspectives play in how these issues are perceived and how they are addressed. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)	7.1.IH.A.1	Analyze and critique information contained in culturally authentic materials using electronic information sources related to a variety of familiar and some unfamiliar topics.
	7.1.IH.A.2	Demonstrate comprehension of spoken and written language, as expressed by speakers of the target language in formal and informal settings, through appropriate responses.
	7.1.IH.A.5	Synthesize information from oral and written discourse dealing with a variety of topics.
	7.1.IH.B.1	Use digital tools to participate in extended conversations using a variety of timeframes to exchange information.
	7.1.IH.C.1	Explain and compare how a cultural perspective led to the development of a cultural product or cultural practice in the target culture(s) and in one's own culture, through a multimedia-rich presentation to be shared virtually with a target language audience.

Instructional Focus

Developing a plan of action for reducing a family's carbon footprint and sharing the information with classmates in the home and target country

Performance Assessment Task

Compete with a sister school in the target culture to find out which family in each classroom has decreased its carbon footprint the most. Share the "greenest" habits through a digital platform, such as videos posted on Youtube, WIKIs, blogs, or video conferencing.

Instructional Strategies

Click here for [input strategies](#).

- **Interpretive mode:**

Provide opportunities to practice the interpretive mode through reading, listening, and viewing of authentic materials as related to global warming.

Students:

- View online video clips, videocasts, podcasts and read online written materials related to global warming, people's carbon footprints, and the effects on individuals and on nations.
- View online video clips, videocasts, podcasts, and read online written materials related to sustainable development.
- Read online and print resources in the target language that deal with environmental concerns and solutions and compile a list of environmentally sustainable household behaviors and practices that will reduce the carbon footprint. Post resources and information on a collaborative online site.
- Read online and print resources in the target language that deal with environmental concerns and solutions and identify environmentally sustainable practices to be followed in the next 30 days so as to reduce one's family's carbon footprint.

▪ **Interpersonal mode:**

Provide students multiple opportunities to interact with each other to share information related to the carbon footprint in the target and home culture.

Students:

- Play a Jeopardy, bingo or a memory game in which they provide target-language definitions, synonyms or antonyms related to carbon footprint.
- Compare and contrast various target-language carbon footprint calculators to decide which is the most informative.
- Calculate each family's carbon footprint by using one or more of the questionnaires/calculators as a baseline for comparison while conversing with classmates in the U.S. and abroad.
- [Connect](#) with a target language classroom through e-mail or webcam videoconference to discuss global environmental concerns with peers in the target culture and exchange information related to carbon footprint.
- Create a blog/class video and connect with the target culture classroom to discuss efforts and compare experiences. Contribute daily to the blog on the topic of global warming, mitigating one's carbon footprint, and finding ways to live an environmentally friendly lifestyle.

▪ **Presentational mode:**

Provide opportunities for students to share knowledge related to carbon footprint for a real purpose to a specific audience.

Students:

- Use information obtained through the interpretive tasks to assemble a list of pertinent vocabulary expressions in the target language and post them on a collaborative website such as a Wiki.
- Develop a multi-media presentation illustrating the vocabulary related to the carbon footprint. These may include pictures, video and/ or audio recordings. Post the presentation on the class website or wiki.

- Post and share information on the carbon footprints with the home classroom and the target language classroom using a WIKI or other collaborative website. Compare the various components of the footprint across cultures.
- Create a survey using digital tools about sustainable environment practices and post the questionnaire on a WIKI or similar collaborative website that can be accessed worldwide. Decide which carbon footprint questionnaire will be used for the contest. Develop a new questionnaire or use an existing one. Enter all data using [Google Docs](#) or similar questionnaire design and data gathering site and post results on the class Wiki.
- Design a contest between the home classroom and the target culture classroom in which students make a list of practices their families resolve to follow in the next 30 days in order to decrease their carbon footprint. Share and post video journals or other multimedia accounts of families' endeavor to reduce carbon footprint in the home classroom and the target culture classroom. Determine which family has reduced its carbon footprint the most in the home and target culture classroom. The winning family shares green practices across both cultures via the Wiki, blog or through Skype.

Hyperlinks:

Essential Questions	Enduring Understandings
<p>What can I do to help me understand the details of what I read and hear?</p> <p>How does what I know about the target culture help me better understand what I hear and read from native speakers and writers?</p> <p>How do I avoid miscommunication?</p> <p>How does the use of culturally appropriate vocabulary and idiomatic expressions help me to sound more authentic?</p> <p>How polished is it? How much better could it be? What do I need to do to make it better?</p> <p>How does the use of self-correction enhance my presentation and help to clarify my message?</p>	<p>I will understand that...</p> <p>Looking for cognates and loanwords, watching the speaker, and looking at visuals help me to better understand.</p> <p>The background of the author influences the message that is delivered in both speech and writing.</p> <p>The use of paraphrasing, questions and answers can help me get through some unfamiliar situations.</p> <p>When I stretch my use of vocabulary and idiomatic expressions, my exchanges with native speakers become richer.</p> <p>When I reflect upon what I want to say in speech and writing and change it based on my reflections the work product is enhanced.</p> <p>I will have to make decisions about when to correct errors and when to gloss over them based on the audience and the effectiveness of the message being delivered.</p>

Input Strategies

Introduce concepts related to the carbon footprint and environmentally sustainable practices. Search “carbon footprint” or “ecological footprint” in the target language (碳足印 in Chinese) to find a definition of the term “carbon footprint” and its measurement and to read about environmentally sustainable practices.

The following websites offer carbon footprint information and questionnaires:

<http://www.footprintnetwork.org/en/index.php/GFN/> This website is available in English, German, French, Spanish, and Italian.

<http://www.mddep.gouv.qc.ca/> This website is from the Quebecois government and is available in English and French.

www.agir21.org/flash/empreintecoweb/loadcheckplugin.html This is a French website with links to websites in a variety of languages.

www.wwf.fr/s-informer/calculer-votre-empreinte-ecologique The World Wildlife Fund site is available in a variety of languages.

http://www.climateers.org/chi/contents/climateer_calculator.php This Chinese site is also sponsored by the World Wildlife Fund.

Click [here](#) for information on how to use Google Docs.

Connect with a target-culture classroom through a webcam video conference such as [Skype](#), an e-mail exchange, [ThinkQuest](#) or [E-pals](#).